

# Massachusetts DRAFT Standards for Preschool and Kindergarten Social and Emotional Learning, and Approaches to Play and Learning

## INTRODUCTION

“Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities...” (U.S. Department of Health & Human Services, 2010: Head Start Child Development and Early Learning Framework, Social & Emotional Development).

Since 2003 the Massachusetts Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education have had comprehensive standards in place to guide student learning and progress from birth through secondary education. As a forerunner in early childhood education and development, Massachusetts published *Guidelines for Preschool Learning Experiences* in 2003, recognizing that the building blocks for learning are founded in early childhood. The guidelines were aligned with the existing Curriculum Frameworks, and did not present expectations for student performance or learning, but rather were designed to offer practitioners (teachers and providers of early education and care), guidance on the kinds of activities that teachers could present to provide the foundations for learning that could lead students to expected outcomes in later grades.

Young children’s evolving social-emotional development must be a key consideration in developing curriculum as well as in guiding each child’s social interactions and behaviors. As children engage in a growing circle and depth of relationships with adults and peers outside of the family and move from self-focused activity to participation in groups, they develop a growing set of skills, with guidance and meaningful feedback from caring adults. Skills in developing friendships, following rules and routines, playing in a group, resolving conflicts, sharing and taking turns emerge, alongside essential dispositions for learning. At the Kindergarten level, children extend these skills through practice, expanding relationships with others, and through modeling and focused lessons designed by caring adults. These skills support children’s participation in learning activities, by opening the doors to listening to others, collaboration and cooperation, and seeking resources outside themselves.

The preponderance of outcomes from both research and evidence-based practice clearly show the strong connection between social and emotional learning, academic learning, and success in life. In fact, this synergistic development of social and emotional and academic skills promotes and facilitates higher order thinking. Guiding children’s development so that they integrate thinking, feeling, and behaving requires that we begin early to intentionally model, teach, and reinforce self and social skills and positive approaches to play and learning. Participation is essential from early education and care programs, elementary through secondary schools, families and communities, with a commitment that each is ready to support the positive growth in all domains of each child.

The ability to establish and maintain healthy and rewarding relationships has far-reaching implications for growth and success in life. These relationships, first with family, then with other children and adults outside the family, provide children with vital information about who they are and can be as individuals, how to interact with others and how to respond to situations. They provide comfort and safety, as well as pleasure, and enable children to take risks as they explore and learn about their world. Genetics, temperament, physical health, and dispositions combine with cultural and experiential influences to create unique individuals. Early life experiences, whether positive or negative, effect children’s development. For example, research tells us that negative experiences (e.g., poor physical health, homelessness, divorce, substance abuse, parental mental health and other factors) can cause stress, fear, withdrawal and other responses that interfere with a child’s developing self-concept, trust in others, and desire to learn. It is easy to see why this ongoing development of skills and dispositions is not necessarily linear and produces unique individuals.

In early education we encounter the widest developmental range of any other group. Children enter programs with a vast diversity in experiences, language, culture, development, and ability. Their development is best guided by

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adults who intentionally individualize their interactions with children, and who provide prompting and support based on each child's abilities and understanding in order to help her develop to the fullest. By kindergarten, some children may have mastered or developed a solid foundation in many essential skills, but for a child with little or no preschool experience, relationships with adults and peers are key and provide a context and model for social interaction and learning.

### THE GUIDING PRINCIPLES

The Massachusetts Pre-school and Kindergarten Learning Standards in Domains of Social-Emotional Development and Approaches to Play and Learning will:

1. Build on the *Massachusetts Foundations for Early Learning Guidelines for Infants and Toddlers*, *Guidelines for Preschool Learning Experiences*, *the Kindergarten Learning Experiences*, *Guidelines on Implementing Social and Emotional Learning Curricula*, and will link with the *Massachusetts Curriculum Frameworks*.
2. Be grounded in research: Collaborative for Academic, Social, and Emotional Learning (CASEL); Head Start; National Association for the Education of Young Children (NAEYC); Council for Exceptional Children, Division of Early Childhood, (DEC); and World Class Instructional Design and Assessment (WIDA).
3. Support educators, administrators, and families.
4. Communicate that children's development in social-emotional skills, and their attitudes towards play and learning, are both influenced by multiple social and cultural contexts and prior experiences, and impact children's success throughout school.
5. Focus on the developmental aspects of the standards, and continuous improvement of skills for all individual children, especially those with special needs and dual language learners.
6. Emphasize the interrelation with all other areas of child development: cognitive development and general knowledge, language and communication development; and physical development and well-being.
7. Be compatible with the current assessment tools: Work Sampling System, Teaching Strategies Gold, and COR.

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## THE STANDARDS

### Massachusetts' vision for Social and Emotional Development

In 2014, in *Building the Foundations of Future Success for Children from Birth Through Grade 3*, the Commonwealth of Massachusetts identified essential competencies across the cognitive, social and emotional, linguistic, and physical domains that should be demonstrated by our youngest citizens from birth through grade 3 in order to ensure that they are on the pathway to future success. Essential competencies in Social and Emotional development were defined as follows:

“All children from birth through grade 3 will develop and maintain trusting, healthy, and positive interactions and relationships with both adults and peers; develop a positive sense of self and self-efficacy; express a healthy range of emotions in socially and culturally appropriate ways; understand the role of social interactions; and develop the skills needed to regulate attention, impulses, and behavior. *Essential experiences provide emotional stability, security, and mental well-being; promote the development of self-regulation and executive functioning skills; increase social awareness; creative positive and enriching opportunities for social exploration, growth, and learning with both peers and adults; and promote the development of collaborative and positive relationships between early educators and families.*”

The Standards for Social and Emotional Learning present objectives in five areas: Self-Awareness (emotional expression, self-perception, self-efficacy); Self-Management (impulse control and self-management); Social Awareness (empathy, respect for others and for diversity); Relationship Skills (communication, relationship building, conflict management, help seeking), and Responsible Decision Making.

### Social Emotional Learning Standards

#### **Self-Awareness:**

Standard SEL1: The child will be able to recognize, identify and express emotions.

Standard SEL2: The child will demonstrate accurate self-perception.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

#### **Self-Management:**

Standard SEL4: The child will demonstrate impulse control and stress management

#### **Social Awareness:**

Standard SEL5: The child will demonstrate empathy.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

#### **Relationship Skills:**

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

Standard SEL9: The child will demonstrate the ability to manage conflict.

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

#### **Responsible Decision Making:**

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.

Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of their actions and decisions.

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### **Massachusetts' vision for Approaches to Play and Learning**

“All children from birth through grade 3 will develop curiosity about the world around them and excitement about exploration and learning; increase confidence about their ability to gain knowledge and skills; and build the ability to be proactive, independent, and collaborative learners. *Essential experiences provide opportunities for discovery, problem solving, and the acquisition of knowledge through interesting and interactive activities; promote creativity, cooperativeness, and persistence; and support individualized growth, learning, and multiple pathways to success.*” (Building the Foundations of Future Success for Children from Birth Through Grade 3, 2014)

The Standards for Approaches to Play and Learning present objectives in eight areas: Initiative, Curiosity, Persistence and Engagement, Creativity, Cooperation, Problem Solving, Organization Skills, and Memory.

### **Approaches to Play and Learning Standards**

Standard APL1: The child will demonstrate initiative, self-direction, and independence.

Standard APL2: The child will demonstrate eagerness and curiosity as a learner.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Standard APL5: The child will cooperate with others in play and learning.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Standard APL7: The child will demonstrate organizational skills.

Standard APL8: The child will be able to maintain and recall information.

The Standards themselves are broad and generic, and are intended to reflect the wide range of development and learning that professionals are likely to encounter in an early childhood classroom (PreK or Kindergarten). Children will develop and demonstrate various skills and learning competencies along a continuum, depending on their individual experiences within their families and in early childhood programs, as well as on their language, culture, and individual abilities or disabilities.

Following the Standards are sections on “Evidence” that illustrate how competencies related to the Standard evolve as children gain knowledge, skills, and experience with others. The Evidence items illustrate a variety of ways that children may demonstrate competence. The Evidence items are not intended to be used as checklist to measure a child’s achievement or success, but rather to illustrate behaviors that might be observed at the end of Preschool or at the end of Kindergarten. They are based on what we know from developmental research that children can typically demonstrate at certain ages, but it is critical to keep in mind that not all children will reach those levels at the same time or at any specific ages, nor will all children achieve competence on every item illustrated in the Evidence. The Standards are the only items that would be assessed.

The Standards and Evidence are based on developmental information, research, and practical experience with preschool and kindergarten children. They provide a guide to understanding children’s ability to integrate thinking, feeling, and behaving in order to achieve goals and success. Skills or behaviors often overlap, and similar competencies may be found in more than one domain.

As Massachusetts continues to develop comprehensive learning standards for all children that address students’ total span of education, professionals can ensure that each child has robust learning experiences in all the domains. Information for professionals around facilitating the essential experiences for children in both Social and Emotional Development and Approaches to Play and Learning will be provided in an accompanying document on Guidance for these Standards.

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## USING THE STANDARDS

The Standards are formatted to provide a description of the skill, and information about each of the skills. The standard is presented, followed by possible evidence (various ways that a child might demonstrate competency) at the end of Preschool or Kindergarten, illustrating a developmental continuum. See the sample below.

### RELATIONSHIP SKILLS

Description  
of the skill

Relationship Skills are defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Information  
about the  
skill

#### **Skill: Communication**

Interpersonal communication is essential to developing and maintaining relationships. Communication enables children to share commonalities and connect with others in a meaningful way. In this context, communication goes beyond speech and oral language, and extends to the recognition, sharing, and understanding of thoughts, ideas and feelings. Communication can involve conversations, however, all children, including those with diverse needs or who are dual language learners, may communicate/share their personal thoughts, feelings, and needs with other children or adults in a variety of non-verbal ways (e.g., facial expression, body language, communication boards, drawings, movement, etc.).

Standard

*Relationship Skills*  
**Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.**

Preschool  
Column

Evidences

Evidence:	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
<b>SEL(Communication)P7a. engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).</b>	<b>SEL(Communication)K7a. initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed).</b>
<b>Each child may require differing levels of prompting and support to reach his/her maximum potential.</b>	

Kindergarten  
Column

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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective and behavior competencies for Social and Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Recognizing the overlapping nature of developmental domains and the resulting standards, it is challenging to neatly sort competencies into specific categories. Each skill influences, and depends on, every other skill. As illustrated in the graphic below, the skills related to self-awareness and self-management as well as social awareness and relationship skills all contribute to responsible decision making.

### Social and Emotional Learning



#### **Social Emotional Learning Standards**

##### **Self-Awareness:**

Standard SEL1: The child will be able to recognize, identify and express emotions.

Standard SEL2: The child will demonstrate accurate self-perception.

Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).

##### **Self-Management:**

Standard SEL4: The child will demonstrate impulse control and stress management.

##### **Social Awareness:**

Standard SEL5: The child will demonstrate empathy.

Standard SEL6: The child will recognize diversity and demonstrate respect for others.

##### **Relationship Skills:**

Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

Standard SEL9: The child will demonstrate the ability to manage conflict.

Standard SEL10: The child will demonstrate the ability to seek help and offer help.

##### **Responsible Decision Making:**

Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.

Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of their actions and decisions.

## SELF AWARENESS

### Skill: Identifying and Expressing Emotions

The domain of self-awareness links closely with self-management and with social awareness. The standards in this section refer to children's awareness and expression of their own feelings, preferences, and needs. Standards related to management (regulation/control) of feelings in relation to behavior are found under self-management. Self-awareness and the ability to understand and label emotions are forerunners of, and foundational to, interactions and relationships with others, and therefore critical to school success and to a satisfying and successful life.

**Standard SEL1: The child will be able to recognize, identify, and express emotions.**

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Emotions)P1a. recognize and label basic emotions (i.e., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.	SEL(Emotions)K1a. label basic emotions and recognize terms related to complex emotions, and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, shame, guilt, anxiety).
SEL(Emotions)P1b. begin to develop a rich vocabulary related to emotions/feelings.	SEL(Emotions)K1b. use richer and more specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.).
SEL(Emotions)P1c. express a range of emotions appropriately through gestures, actions, drawing, or language, with modeling and support.	SEL(Emotions)K1c. express and share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization).
SEL(Emotions)P1d. demonstrate beginning understanding of connection between feelings and behaviors (e.g., "If __, then __").	SEL(Emotions)K1d. with support, describe reasons for own feelings and situations that cause them (stimuli/provocations).
Each child may require differing levels of prompting and support to reach his/her maximum potential.	

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**Skill: Accurate Self-Perception:** Self-perception/self-concept can be defined as recognition of the attributes, abilities, attitudes and value that children believe define them.

**Standard SEL2: The child will demonstrate accurate self-perception.**

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Self-perception)P2a. identify some personal characteristics such as physical characteristics, abilities, preferences, interests, gender (e.g., “I am/I can...”).	SEL(Self-perception)K2a. describe multiple personal characteristics realistically (e.g., physical characteristics, abilities/skills, interests, preferences).
SEL(Self-perception)P2b. know some important information about self (i.e., first and last name, parents’/guardians’ names).	SEL(Self-perception)K2b. share information about self with others, and recognize when sharing information is not appropriate (e.g., recognize family or cultural norms about sharing information).
SEL(Self-perception)P2c. show recognition of self as a unique individual (e.g., some things that distinguish him/her from others).	SEL(Self-perception)K2c. compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., “I have brown eyes, she has blue eyes;” “I like ___; he likes ___”).
SEL(Self-perception)P2d. identify personal and family structures (show awareness of themselves as belonging to one or more groups).	SEL(Self-perception)K2d. demonstrate awareness and appreciation of self as part of a family, culture/ethnicity, language, community, or group.
SEL(Self-perception)P2e. demonstrate or express personal preferences and explain the reason for the choice.	SEL(Self-perception)K2e. explain the rationale for one preference over another (e.g., “I need to do more work on my project in the art center;” “I like milk better than juice.”)
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**Skill: Self-Efficacy (confidence/competence)**

Self-efficacy is the belief that one can achieve a task by using one's own capabilities. Confident children feel positive about their ability to do things or to adapt to changing situations. They are willing to take a reasonable risk, express or defend ideas, try new experiences, or engage in challenging tasks.

**Standard SEL3: The child will demonstrate self-efficacy (confidence/competence).**

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Confidence)P3a. show confidence in own ability to accomplish tasks and satisfaction in completion.	SEL(Confidence)K3a. demonstrate confidence in personal competencies, and satisfaction with results of own work (e.g., make positive statements about self).
SEL(Confidence)P3b. show pleasure in mastery of skills or tasks	SEL(Confidence)K3b. appropriately share successful mastery of skills or tasks with others.
SEL(Confidence)P3c. independently use skills for daily living with confidence and competence.	SEL(Confidence)K3c. attempt to do things on their own, even when tasks are challenging.
SEL(Confidence)P3d. demonstrate reasonable confidence and/or caution in approaching new experiences.	SEL(Confidence)K3d. demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).
SEL(Confidence)P3e. speak out for, or take appropriate action to defend self or meet own needs/rights.	SEL(Confidence)K3e. express independent thoughts, defend ideas, and take appropriate action to defend own rights.
SEL(Confidence)P3f. demonstrate willingness to take some risks (e.g., taste unfamiliar foods, try a new activity, use unfamiliar materials or equipment).	SEL(Confidence)K3f. demonstrate willingness to take reasonable risks (e.g., participate in an unfamiliar activity, try a new skill, attempt a challenging experience again).
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## SELF-MANAGEMENT

CASEL defines self-management as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. These are long-term, life goals.

### Skill: Impulse Control and Stress Management

The ability to control/manage one's impulses and behaviors impacts relationships as well as attention and academic performance. In order to function successfully in school and in life, children need to develop the ability to think before they speak and act, and stop themselves from acting impulsively. This skill also involves adaptability/flexibility and the ability to inhibit a behavior or engage in a particular behavior on demand. The foundations of adaptability occur through social settings/experiences and can gradually be refined and applied to other areas.

### Standard SEL4: The child will demonstrate impulse control and stress management

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Self-management)P4a. with support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture, etc.).	SEL(Self-management)K4a. independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.).
SEL(Self-management)P4b. begin to regulate impulses (e.g., communicate wants/needs; wait for something he/she wants), with assistance.	SEL(Self-management)K4b. manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification, such as choosing an alternative).
SEL(Self-management)P4c. identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes).	SEL(Self-management)K4c. analyze challenging situations and identify ways to address them in a healthy way (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.).
SEL(Self-management)P4d. adjust/modulate behaviors appropriately in familiar settings with some reminders (e.g., indoor/outdoor).	SEL(Self-management)K4d. adjust/modulate behaviors (voice level, body movement, etc.) appropriate to various settings with minimal support (e.g., library, hallways, auditorium, bus, cafeteria, etc.).
SEL(Self-management)P4e. adapt/transition from one environment or activity to another with support (e.g., from home to school; playground to classroom; to unfamiliar settings, etc.)	SEL(Self-management)K4e. independently adapt/transition among environments or activities with minimal support (e.g. re-entering classroom after out-of-class activities; from one activity to another).
SEL(Self-management)P4f. make changes in thinking or actions. (e.g., implement suggestions from adult or peer; substitute materials, etc.)	SEL(Self-management)K4f. demonstrate flexibility in thinking or actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes).
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## SOCIAL AWARENESS

CASEL defines social awareness as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. In this competency cluster, children develop the ability to take information and understanding they are gaining about themselves, and turn outward and apply it to others.

### Skill: Empathy

Empathy is the experience of understanding another person's emotions or situations from their perspective by placing one's self in their shoes. Perspective taking is rooted in an understanding of other people's mental states (their thoughts, feelings, desires, motivations, intentions). It requires the application of self-awareness to the understanding of others, because if children cannot identify and label their own feelings, then recognizing, naming, and understanding others' emotions is out of reach. Social awareness is essential to social competence, the development of a sense of fairness, and is a foundation for conflict resolution.

### Standard SEL5: The child will demonstrate empathy.

#### Evidence

<b>Evidence: By the end of Preschool, a child may...</b>	<b>Evidence: By the end of Kindergarten, a child may...</b>
<b>SEL(Empathy)P5a. begin to recognize that different people may have different emotional reactions.</b>	<b>SEL(Empathy)K5a. understand how/why others' feelings about a situation differ from his or her own.</b>
<b>SEL(Empathy)P5b. demonstrate awareness of others' expressions of feelings (both verbal and non-verbal).</b>	<b>SEL(Empathy)K5b. recognize, label, and connect with others' expression of feelings (e.g., explain reasons/causes).</b>
<b>SEL(Empathy)P5c. respond to another's emotions and needs (e.g., give comfort; report to an adult).</b>	<b>SEL(Empathy)K5c. respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another).</b>
<b>SEL(Empathy)P5d. with support (e.g., what will happen if...?), begin to anticipate others' feelings and responses.</b>	<b>SEL(Empathy)K5d. predict others' feelings, responses, and behavior, and make decisions accordingly.</b>
<b>SEL(Empathy)P5e. show kindness or regard for others or for other living things much of the time.</b>	<b>SEL(Empathy)K5e. show kindness or regard for others or for other living things most of the time.</b>

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## Skill: Respect for Others

Children gradually begin to understand themselves in a broader context, including awareness/appreciation and respect for differences among people such as race, culture, language, special needs, and family structures. Embracing differences and recognizing commonalities contribute to empathy, reduce bias, and greatly reduce the likelihood of bullying behaviors. Respect means seeing and honoring the value in others. Its foundation is in identifying and appreciating one's own strengths and vulnerabilities and applying that understanding to other people. Showing respect means acting in a way that demonstrates care about others' feelings and well-being through courtesy, consideration, and appreciation. This also involves some knowledge of the social conventions in various contexts.

**Standard SEL6: The child will recognize diversity and demonstrate respect for others.**

Evidence	
By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Respect)P6a. demonstrate awareness of commonalities and differences among people (e.g., gender, race, special needs, language, family structures).	SEL(Respect)K6a. acknowledge and identify commonalities and differences among people (e.g., race, cultures, languages, abilities, etc.).
SEL(Respect)P6b. demonstrate interest or curiosity about others' families, language, and culture.	SEL(Respect)K6b. begin to recognize stereotypes and unfair or biased behavior (e.g., culturally, linguistically, or gender-based).
SEL(Respect)P6c. begin to understand that different people have different abilities.	SEL(Respect)K6c. identify and appreciate the abilities, skills and qualities of others.
SEL(Respect)P6d. begin to understand that different people may have different ideas, desires, and perspectives.	SEL(Respect)K6d. accept the validity of others' perspectives, ideas, and motivations (e.g., they are not 'wrong,' just different).
SEL(Respect)P6e. with some support, show respect for others by using social conventions (e.g., please/thank you; listen when others speak).	SEL(Respect)K6e. show respect for others by using social conventions (e.g. raising hand to speak, taking turns, respecting authority, etc.).
SEL(Respect)P6f. with support, balance own needs with others' needs (e.g., sharing materials, asking for a turn).	SEL(Respect)K6f. independently balance own needs with needs of others (e.g., dividing materials, giving up an object, moving to accommodate space for another).
Each child may require differing levels of prompting and support to reach his/her maximum potential.	

## RELATIONSHIP SKILLS

Relationship Skills are defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

### Skill: Communication

Interpersonal communication is essential to developing and maintaining relationships. Communication enables children to share commonalities and connect with others in a meaningful way. In this context, communication goes beyond speech and oral language, and extends to the recognition, sharing, and understanding of thoughts, ideas and feelings. Communication can involve conversations, however, all children, including those with diverse needs or who are dual language learners, may communicate/share their personal thoughts, feelings, and needs with other children or adults in a variety of non-verbal ways (e.g., facial expression, body language, communication boards, drawings, movement, etc.).

### Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

#### Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Communication)P7a. engage in meaningful communication or conversations with other children throughout the day (including home language or alternative communication systems as needed).	SEL(Communication)K7a. initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day (including home language or alternative communication systems as needed).
SEL(Communication)P7b. engage in meaningful communication or conversations with adults in the classroom (including home language or alternative communication systems as needed).	SEL(Communication)K7b. initiate and engage in substantive/focused communication or conversations with adults in the classroom (including home language or alternative communication systems as needed).
SEL(Communication)P7c. with support, listen or demonstrate attention when others talk (or communicate in non-verbal ways that have been taught such as gestures, sign language).	SEL(Communication)K7c. listen or demonstrate attention and respond when peers or adults talk (or communicate in non-verbal ways such as sign language, gestures, body language).

Each child may require differing levels of prompting and support to reach his/her maximum potential.

## **Skill: Social Engagement and Relationship Building**

Children who demonstrate attachment, engage in positive social interactions, and use their knowledge of self to understand and form bonds with others have also been found to show more enthusiastic attitudes toward learning. Strong teacher/child relationships have been shown to support academic success. Both peer and adult relationships support positive self-image and feelings of confidence

### **Standard SEL8: The child will engage socially, and build relationships with other children and with adults.**

#### **Evidence**

<b>By the end of Preschool, a child may...</b>	<b>By the end of Kindergarten, a child may...</b>
<b>SEL(Relationships)P8a. engage in interactions with other children much of the time.</b>	<b>SEL(Relationships)K8a. initiate, expand, and maintain interactions with other children most of the time (e.g., invent/set up activities).</b>
<b>SEL(Relationships)P8b. develop one or more special, nurturing friendships (e.g., seek out one or more particular children).</b>	<b>SEL(Relationships)K8b. form and maintain increasingly closer and nurturing friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).</b>
<b>SEL(Relationships)P8c. demonstrate trusting, caring relationships with one or more adults in the early education and care setting.</b>	<b>SEL(Relationships)K8c. demonstrate trusting, caring relationships with more than one adult in the kindergarten setting.</b>
<b>SEL(Relationships)P8d. use play with others to explore and practice social roles and relationships (e.g., assume various roles in dramatic play).</b>	<b>SEL(Relationships)K8d. use play with others to practice and extend understanding of social roles and relationships (e.g., create and enact more complex dramatizations using dialogue and/or props).</b>

**Each child may require differing levels of prompting and support to reach his/her maximum potential.**

## Skill: Conflict Management

Conflict management requires the ability to analyze social situations, identify problems, set prosocial goals, and determine effective ways to solve differences. Conflict management abilities begin with the acquisition of basic self and social skills, especially listening and perspective-taking. They expand with support and multiple and varied opportunities to identify and resolve simple social problems using reasoning, judgment, critical thinking and language. Negotiation is one way children learn to manage conflict, and is evident when young children begin to use language to meet their needs or resolve conflicts. Development of this skill requires the development of self-awareness, perspective-taking, empathy, and respect (e.g., “What do I need/want? What does the other person need/want? How can both our needs be met?”). Positive negotiation processes include shared interest in the issue and consideration of “all-gain” outcomes.

### Standard SEL9: The child will demonstrate the ability to manage conflict.

#### Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Conflict management)P9a. recognize the existence of a social conflict (e.g., acknowledge/identify a conflict; report it appropriately).	SEL(Conflict management)K9a. recognize and act on conflict situations in a positive manner most of the time (e.g., explain situation with objectivity; listen to others’ perspectives or solutions).
SEL(Conflict management)P9b. use beginning negotiation skills (e.g., state own position/perspective with rationale).	SEL(Conflict management)K9c. be able to listen to and acknowledge another’s perspective and rationale (e.g., explain/restate understanding of another person’s perspective).
SEL(Conflict management)P9c. seek advice or assistance from peers and/or adults to resolve conflict, when appropriate (e.g., listen to guidance; talk through conflict; develop solutions).	SEL(Conflict management)K9b. demonstrate ability to prevent, manage, and resolve interpersonal conflicts in constructive ways most of the time (e.g., listen to guidance; talk through conflict; develop solutions).
SEL(Conflict management)P9d. with modeling and support, negotiate with others to meet own needs and goals (e.g., if you __, I will __; trades, etc.).	SEL(Conflict management)K9d. be able to initiate and engage in compromise or bargaining strategies to seek a middle ground or a mutually satisfactory outcome (e.g., use if/then statements, concessions, etc.).
SEL(Conflict management)P9e. with support, consider prevention strategies for interpersonal conflicts.	SEL(Conflict management)K9e. identify some strategies for preventing interpersonal conflicts.

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### **Skill: Help Seeking and Offering Help**

Help seeking can be key in learning and achievement. It helps children understand the use of adults, peers and materials as resources, and promotes independence rather than dependence. For example, adult assistance can support the development of preschool children's self-regulated learning strategies and independent pursuit of goals. In addition, it provides a model for helping others and building confidence and competence.

**Standard SEL10: The child will demonstrate the ability to seek help and offer help.**

<b>Evidence</b>	
<b>By the end of Preschool, a child may...</b>	<b>By the end of Kindergarten, a child may...</b>
SEL(Help seeking)P10a. recognize when assistance is needed (e.g., when frustration level is reached).	SEL(Help seeking)K10a. often attempt reasonably challenging tasks independently before requesting assistance.
SEL(Help seeking)P10b. identify external supports (e.g., an adult they trust; how/where to get help and support).	SEL(Help seeking)K10b. describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem).
SEL(Help seeking)P10c. ask for help from adults or peers, and identify the kind of help needed.	SEL(Help seeking)K10c. display comfort and skill in asking for assistance from adults or peers (e.g., request help in socially acceptable ways).
SEL(Help seeking)P10d. recognize when another needs help.	SEL(Help seeking)K10d. recognize when another needs help and offer or give assistance.
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## RESPONSIBLE DECISION MAKING

CASEL defines Responsible Decision Making as “The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences, and the well-being of self and others.” And according to the Massachusetts Department of Elementary and Secondary Education “Responsible decision making includes problem identification and situation analysis; problem solving; evaluation and reflection, and personal, social, and ethical responsibility.” (*Guidelines on Implementing SEL Curricula, 2011*). These definitions represent long-term, life goals that are gradually developed with education and support, but the foundations begin in early childhood.

### Skill: Personal, Social, and Ethical Responsibility

Very young children often think of themselves before others, and self-interest tends to be the first motivator of their behavior. Young children also can be socially aware, connected, and concerned about others. With increased experience in being part of a group or community, and with the guidance of responsible adults, children develop the ability to view the impact of individual decisions on a larger social sphere, and consider the well-being of the group, school, or community. As children learn to distinguish between right and wrong, they learn when it is appropriate to use refusal skills to resist negative influences. For preschool and kindergarten children, such decisions mostly relate to following classroom rules, resisting peer pressure, and controlling aggression or disruptive behavior. As this capacity grows, children are more able to anticipate outcomes, consider the welfare of others, and spontaneously use strategies that either decrease the likelihood of conflict or negative results, or that produce benefits to others. Opportunities to feel responsible, trusted, and helpful provide children with an important source of self-esteem, as well as the beginning foundations of being good citizens of their community (e.g., doing one’s fair share, helping each other and the environment, and working together for a common goal).

### Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility

#### Evidence

By the end of Preschool, a child may...	By the end of Kindergarten, a child may...
SEL(Responsibility)P11a. demonstrate beginning understanding of reasons for rules (benefits to self and others).	SEL(Responsibility)K11a. communicate reasons for rules (benefits to self and others).
SEL(Responsibility)P11b. understand and follow rules, limits, and expectations with prompting/assistance.	SEL(Responsibility)K11b. understand and follow rules, limits, and expectations with minimal prompting/assistance.
SEL(Responsibility)P11c. show willingness to take on responsibilities (e.g., helper or leader role).	SEL(Responsibility)K11c. take on responsibilities and follow through on them (e.g., volunteer for and carry out tasks).

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<b>SEL(Responsibility)P11d. accept beginning responsibilities toward the well-being/comfort of others and the group (e.g., taking care of a pet, helping younger or less able children).</b>	<b>SEL(Responsibility)K11d. identify personal opportunities and take responsibility for the well-being/comfort of others and the group (e.g., making a guest feel welcome, helping someone who is less able).</b>
<b>SEL(Responsibility)P11e. understand what a problem is (e.g., define/describe examples of a social/ethical problem).</b>	<b>SEL(Responsibility)K11e. identify and communicate a social/ethical problem (e.g., describe and report a problem).</b>
<b>SEL(Responsibility)P11f. with support, discuss and identify possible solutions for a social/ethical problem.</b>	<b>SEL(Responsibility)K11f. with support, discuss and identify possible causes and solutions for a social/ethical problem.</b>
<b>SEL(Responsibility)P11g. recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch).</b>	<b>SEL(Responsibility)K11g. recognize situations as safe vs. dangerous and know what action to take (e.g., stranger danger, weapons, etc.).</b>
<b>SEL(Responsibility)P11h. recognize negative peer pressure (e.g., when peer suggestions are in conflict with rules or appropriateness).</b>	<b>SEL(Responsibility)K11h. resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness).</b>
<b>SEL(Responsibility)P11i. recognize teasing/bullying and seek support from an adult.</b>	<b>SEL(Responsibility)K11i. take steps to stop teasing/bullying and/or deal with it effectively (e.g., speaking up; seeking support from an adult).</b>
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### **Skill: Reflection and Evaluation**

The development of self-regulation involves growing capacities to suppress/restrain impulses. As children gain experience in social relationships and become familiar with structured environments and routines, they are better able to consider the potential consequences of actions and behavior based on past experience. They can also recall, reflect on, analyze, and evaluate their actions/behaviors, and make choices to be more deliberate and intentional in their decisions and actions.

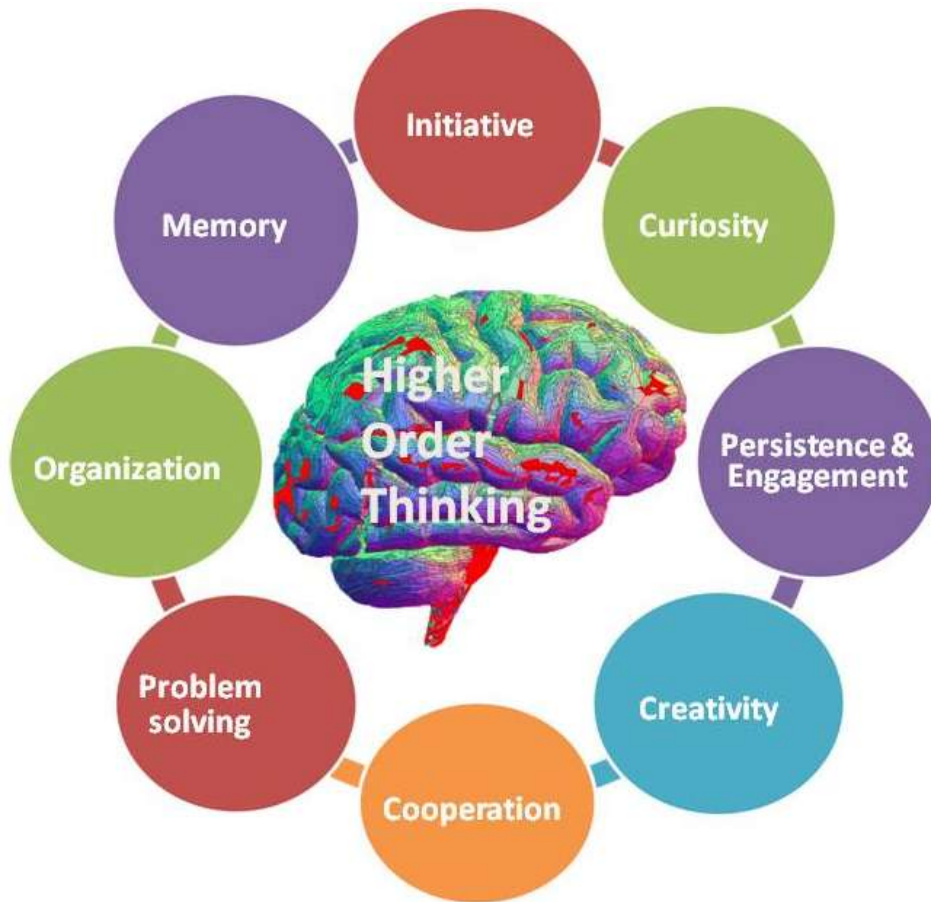
#### **Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of their actions and decisions.**

#### **Evidence**

<b>By the end of Preschool, a child may...</b>	<b>By the end of Kindergarten, a child may...</b>
<b>SEL(Reflection)P12a. begin to draw connection between actions and consequences (e.g., describe how his/her actions or behaviors affected others).</b>	<b>SEL(Reflection)K12a. predict or analyze the consequences of actions and behaviors (e.g., possible alternatives; what could happen or what might have happened if...).</b>
<b>SEL(Reflection)P12b. begin to recognize appropriate vs. inappropriate decisions/solutions (e.g., wise vs. unwise and why).</b>	<b>SEL(Reflection)K12b. reflect on how he/she handled a situation and identify behavior choices as appropriate or inappropriate (wise vs. unwise).</b>
<b>SEL(Reflection)P12c. begin to evaluate the impact of personal choices/decisions (e.g., on personal safety, relationships, group interactions).</b>	<b>SEL(Reflection)K12c. reflect on outcomes of decisions and evaluate the effectiveness of solutions. (e.g., if/how the solution resolved the problem from more than one perspective).</b>

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## Approaches to Play and Learning



Standard APL1: The child will demonstrate initiative, self-direction, and independence.

Standard APL2: The child will demonstrate eagerness and curiosity as a learner.

Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.

Standard APL4: The child will demonstrate creativity in thinking and use of materials.

Standard APL5: The child will cooperate with others in play and learning.

Standard APL6: The child will seek multiple solutions to a question, task, or problem.

Standard APL7: The child will demonstrate organizational skills.

Standard APL8: The child will be able to maintain and recall information.

## **Initiative**

**Initiative:** Initiative refers to children’s ability to exhibit a spirit of independence and a sense of control over their choices. It also reflects children’s willingness to pursue social relationships and to demonstrate a growing sense of self-sufficiency and confidence while interacting with others. They begin to make intentional choices/decisions with a specific goal or purpose in mind (e.g., what they will do, with whom, and under what conditions; what materials they will use). Other skills associated with goal setting include planning, predicting, and anticipating, as well as reflection, which requires *remembering with analysis* – thinking about what they learned, the processes used, what was interesting, and what might be done as a next step.

### **Standard APL 1: The child will demonstrate initiative, self-direction, and independence.**

#### **Evidence**

<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
<b>APL(Initiative) P1a. pursue own interests in play and learning.</b>	<b>APL(Initiative)K1a. plan and pursue personal interests and goals.</b>
<b>APL(Initiative)P1b. demonstrate eagerness to learn about a range of topics, ideas and tasks.</b>	<b>APL(Initiative)K1b. demonstrate eagerness to learn about and participate in a variety of topics, ideas, and tasks, and explore interests in depth.</b>
<b>APL(Initiative)P1c. demonstrate willingness to try new or challenging experiences.</b>	<b>APL(Initiative)K1c. independently seek new experiences and attempt increasingly complex challenges (physically, cognitively or socially).</b>
<b>APL(Initiative)P1d. begin to plan, set goals, and make decisions, with assistance (e.g., describe what he/she intends to do in an activity area, with whom, and under what circumstances).</b>	<b>APL(Initiative)K1d. engage in planning, goal-setting, and decisions with some assistance (e.g., decide with whom to work and play, under what circumstances; describe steps to reaching goals, processes/materials to be used,).</b>
<b>APL(Initiative)P1e. with support, use a variety of resources to explore materials and ideas.</b>	<b>APL(Initiative)K1e. independently use a variety of resources to find answers to questions; to solve problems; or to create.</b>

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## Curiosity

**Curiosity:** Curiosity relates to children’s natural tendencies as active learners to explore all aspects of the environment, from objects and people, to ideas and customs. It is through raising questions and discovering their own answers that children construct knowledge. Curiosity also implies “newness,” or going beyond what is known, exploration.

### **Standard APL 2: The child will demonstrate eagerness and curiosity as a learner.**

#### **Evidence**

<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
APL(Curiosity)P2a. with support and modeling, ask “what” and “how” questions to gain information about familiar and unfamiliar events and phenomena.	APL(Curiosity)K2a. ask “why” questions about unknown future events and phenomena, as well as about the here and now (e.g., how, what if).
APL(Curiosity)P2b. try new sensory and other experiences (e.g., explore, examine, investigate, and experiment with materials, constructions, nature).	APL(Curiosity)K2b. try a wide range of new experiences (e.g., materials, tasks, academic or physical skills), both independently and with peers or adults.
APL(Curiosity)P2c. with support, seek information from a variety of sources, such as books, experts, observations.	APL(Curiosity)K2c. with support, seek information from a variety of sources, such as books, internet, experts, observations.
APL(Curiosity)P2d. with support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.	APL(Curiosity)K2d. with support, formulate and test hypotheses, make inferences, and draw connections to previous experiences and information.
APL(Curiosity)P2e. use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration.	APL(Curiosity)K2e. describe or demonstrate how he/she likes to learn best (e.g., observing, imitating, asking questions, hands-on investigation, and active exploration).
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### **Engagement/Persistence**

**Engagement:** refers to attentiveness or ability to focus on an activity with deliberate concentration despite distractions, and to sustain a plan sequence.

**Persistence:** children demonstrate persistence in their capacity to remain involved in what they are doing and to meet challenges appropriate to their level of development (staying longer in a center and engaging in an activity with increasing regularity). It also includes re-trying tasks to achieve success, or to reach a higher level of challenge or satisfaction.

#### **Standard APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.**

<b>Evidence</b>	
<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
APL(Engagement) P3a. with support, maintain concentration on a task or activity for short periods of time, until completed.	APL(Engagement) K3a. independently maintain focus on a project for a sustained period of time, until completed.
APL(Engagement) P3b. with support, resist distraction and maintain attention to a task or activity (e.g., stories read aloud, demonstrations, different activities occurring simultaneously).	APL(Engagement) K3b. resist distraction and maintain attention to a task or activity (e.g., teacher instruction, multiple activities occurring simultaneously) with minimal support.
APL(Engagement) P3c. with support, continue with, or return to activities after distractions or interruptions.	APL(Engagement) K3c. continue with, or return to activities despite distractions or interruptions.
APL(Engagement) P3d. maintain focus on a topic during a conversation or discussions.	APL(Engagement) K3d. contribute to discussions, holding in mind both the topic of discussion and the contributions of others.
APL(Engagement) P3e. with support, cope with some frustration or disappointment.	APL(Engagement) K3e. independently persist in spite of frustration or disappointment.
APL(Engagement) P3f. work with purpose, determination and enjoyment on self-chosen tasks.	APL(Engagement) K3f. work to complete projects to own satisfaction based on personal standards of quality or completion (“good enough” or “finished”).
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## **Creativity**

Creativity is how children show originality or imagination. While often associated with the expressive arts, creativity/inventiveness involves being able to cope with new situations and problems, as well as being able to see things from a different perspective. Creative children extend and elaborate on ideas and appreciate humor.

### **Standard APL4: The child will demonstrate creativity in thinking and use of materials.**

#### **Evidence**

<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
<b>APL(Creativity)P4a. use materials, tools, information and experiences in new and different ways.</b>	<b>APL(Creativity)K4a. use materials, tools, information and experiences to express ideas or convey meaning in new and different ways.</b>
<b>APL(Creativity)P4b. begin to recognize the difference between pretend/fantasy situations and reality with adult support (e.g., what could/could not happen in real life?).</b>	<b>APL(Creativity)K4b. describe or represent the difference between fantasy situations and reality.</b>
<b>APL(Creativity)P4c. begin to understand and use humor to gain attention (e.g., words, actions).</b>	<b>APL(Creativity)K4c. use humor to play with concepts/language or to engage or entertain others (e.g., jokes, riddles, songs, rhymes).</b>
<b>APL(Creativity)P4d. use imagination to express an idea or concept.</b>	<b>APL(Creativity)K4d. use imagination and other sources to produce new ideas.</b>
<b>APL(Creativity)P4e. express ideas through art, music, movement, drama.</b>	<b>APL(Creativity)K4e. combine materials and equipment to express ideas through various creative arts.</b>
<b>APL(Creativity)P4f. play with sounds, make up nonsense words, alliteration, or rhymes.</b>	<b>APL(Creativity)K4f. use rhyme and alliteration in their storytelling and create their own versions of familiar songs/stories.</b>

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## **Cooperative Play and Learning**

Children gradually learn how to play and work together with a common interest or for a common goal. They share ideas, skills, knowledge, experience, and discoveries, and begin to recognize the benefits in working together. Cooperation begins to appear as children develop their abilities for reciprocity, taking turns and sharing. They continue to build cooperative skills as they engage in positive relationships, friendships, and collaborative projects. Cooperative learning connects with and supports social skills such as listening to and respecting the perspective of others, leadership, conflict resolution, and helping one another. Interacting with others with different points of view helps to develop higher-order thinking skills, as children challenge each other's assumptions and bring different information to the process, taking them to a higher level than they might have reached by themselves.

### **Standard APL5: The child will cooperate with others in play and learning.**

<b>Evidence</b>	
<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
APL(Cooperation)P5a. suggest and listen to ideas for play with others (e.g., block play, puppets, games).	APL(Cooperation)K5a. suggest and listen to ideas for play with others, and follow through with interdependence (e.g., board games, playground games, role play).
APL(Cooperation)P5b. plan and negotiate play with two or more children (e.g., roles/responsibilities each child will assume).	APL(Cooperation)K5b. collaborate and negotiate play with two or more children (e.g., who will go first; roles each participant will play; assuming various responsibilities).
APL(Cooperation)P5c. begin to use cooperative strategies in play with others (e.g., sharing materials, taking turns, listening to the needs of others).	APL(Cooperation)K5c. cooperate successfully in play and work with others with little prompting (e.g., listening and responding to needs of others; helping or advising one another).
APL(Cooperation)P5d. cooperate with others to accomplish a task or solve a problem (e.g., offering and listening to suggestions; determining a process).	APL(Cooperation)K5d. use cooperative learning strategies to accomplish a task or solve a problem (e.g., brainstorming ideas or steps; identifying resources; designating/accepting responsibilities; co-constructing processes to be used; sharing knowledge or discoveries).
APL(Cooperation)P5e. begin to accept and share leadership.	APL(Cooperation)K5e. recognize and respect leadership (e.g., be a leader and respect others as leaders).
APL(Cooperation)P5f. share his/her processes with adults or other children (e.g. demonstrating, explaining, or representing what he/she did).	APL(Cooperation)K5f. explain (or represent) how cooperative strategies facilitated the process for accomplishing a task or solving a problem.
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## **Problem Solving**

Problem solving in this context of learning refers to the processes used to explore questions or situations and to try different solutions. It refers primarily to cognitive tasks (such as scientific or mathematical questions of how, why, or what if...?). Social problem solving is addressed under “Conflict Management” in the SEL Standards. In this context, problem solving involves children’s ability to look for or find multiple solutions to a question, task, or problem. This ability is crucial for constructing knowledge as children build on prior experiences and integrate new information.

**Standard APL6: The child will seek multiple solutions to a question, task, or problem.**

<b>Evidence</b>	
<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
<b>APL(Problem Solving)P6a. recognize and try to solve problems using a variety of methods (e.g., trial and error, discussion with others).</b>	<b>APL(Problem Solving)K6a. identify increasingly complex problems and strategies for solving them (e.g., experimentation, reasoning, research).</b>
<b>APL(Problem Solving)P6b. think of possible solutions and identify one to put into action.</b>	<b>APL(Problem Solving)K6b. identify pros and cons of possible solutions, then select and implement one.</b>
<b>APL(Problem Solving)P6c. recognize relationships between cause and effect (e.g., predict possible results and try out one or more solutions).</b>	<b>APL(Problem Solving)K6c. verify predictions and speculate about how or why the outcome might have been different.</b>
<b>APL(Problem Solving)P6d. make multiple attempts to solve problems.</b>	<b>APL(Problem Solving)K6d. try different solutions when the first attempt does not work.</b>
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## **Organizational Skills**

Organizational skills require that children use logical processes to consider similarities among materials or ideas and use logical processes to sort them into categories. Organizational skills may be associated with mathematical thinking skills such as sorting and sequencing. Two important components of organization skills are task management and time management.

### **Standard APL7: The child will demonstrate organizational skills.**

#### **Evidence**

<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
<b>APL(Organization)P7a. with support, use and care for materials appropriately (e.g., put things away; sort materials by categories such as color, shape).</b>	<b>APL(Organization)K7a. independently use and care for materials appropriately (e.g., put away materials when finished, organize materials by categories).</b>
<b>APL(Organization)P7b. check cubby or personal space for take-home materials and projects to share with families.</b>	<b>APL(Organization)K7b. gather personal belongings at end of day and act as a conduit for communication between home and school (back packing papers).</b>
<b>APL(Organization)P7c. begin to develop processes for organizing tasks (e.g., describing or representing several steps in a process).</b>	<b>APL(Organization)K7c. describe and implement multiple steps to be followed for an activity or project.</b>
<b>APL(Organization)P7d. recognize the daily schedule, follow classroom routines, and identify what comes next.</b>	<b>APL(Organization)K7d. demonstrate awareness of the weekly schedule (e.g., specials, half days, etc.), anticipate and prepare for coming events.</b>
<b>APL(Organization)P7e. begin to manage time required for tasks or activities (e.g., how to prepare for or end an activity, task, or process).</b>	<b>APL(Organization)K7e. manage time for tasks or activities with minimal support (e.g., recognize when and how to prepare for or close an activity, task or process).</b>

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## Memory

Memory is the ability to hold current ideas in mind while thinking, acting upon, and adding new ideas and information. Preschoolers can recognize information that they have encountered before, and reconstruct it in the present. Children tend to remember things that matter most to them, and they also recall and maintain information that is repeated and used frequently. Young children can be guided in using simple strategies for developing working memory, such as association (connecting objects and terms with other concepts that relate in some way). For children who are dual language learners, it can be particularly important to associate new concepts with terms in their home language. Storing information in the form of “scripts” (sequences of steps or events) can help children to predict what will happen in future scenarios. By kindergarten, children can begin to learn strategies for retaining and recalling information for specific purposes (e.g., using knowledge of the alphabet and letter sounds to sound out and read words). As metacognition (“the ability to think about thinking”) develops, children can begin to consciously choose specific strategies for approaching learning tasks.

### **Standard APL8: The child will be able to maintain and recall information.**

#### **Evidence**

<b>By the end of preschool a child may ...</b>	<b>By the end of kindergarten a child may...</b>
<b>APL(Memory)P8a. relate past experiences.</b>	<b>APL(Memory)K8a. relate past experiences with details.</b>
<b>APL(Memory)P8b. recall visual items/cues.</b>	<b>APL(Memory)K8b. use intentional strategies to support visual memory (e.g., focusing on specific details, spatial placement, etc.).</b>
<b>APL(Memory)P8c. recall auditory cues and comments.</b>	<b>APL(Memory)K8c. recall and relate auditory information.</b>
<b>APL(Memory)P8d. recall events and use information to predict and ask questions.</b>	<b>APL(Memory)K8d. apply prior knowledge to new situations, relationships, and problem solving.</b>

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